



## Tatsfield Primary School French Curriculum Map

**At Key Stage 2, Modern Foreign Languages are taught to develop key linguistic skills.  
Though, they also support children's social development, as they learn about other countries and cultures.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>The Basics 1</b> (Hello, How are you, How old are you?, Family, My fantastic family - story)	<b>The Basics 2</b> (Days of the week, colours, numbers to 20, Countries, I like, Nicolas the monster - story)	<b>The Basics 3</b> (Parts of the body, Numbers to 31, Clothes, Months. Genevieve's birthday)	<b>Animals</b> (On the farm, Pets, Elephants, Henri looks for his mother – story)	<b>Food</b> (I like to eat, What are you eating? Cutlery, Ingredients, French Toast – story)	<b>School</b> (How do you go to school? Rooms, Pencil case, Time, Subjects, The Magic Bag – story)
<b>Year 5</b>	<b>Holiday</b> (Where are you going/staying? At the Zoo, At the beach, Theme park – story)	<b>Eating Out</b> (Drinks, Ice creams, Markets, Restaurants, I'll have..., A fly in the orange juice – story)	<b>Hobbies</b> (My hobbies, Music, Instruments, The weekend, Films, Etienne's new friend – story)	<b>A School Trip</b> (Wheels on the bus, On the way, Through the window, At the museum, In the countryside, A trip to the museum – story)	<b>Seasons</b> (The seasons, Spring & Summer, Autumn & Winter, The date, Arts & Crafts, Make a Chinese Lantern – story)	<b>The Environment</b> (The weather, The pond, The garden, In the garden, Rubbish, Problems in the pond – story)
<b>Year 6</b>	<b>Actions</b> (I'm looking for the pirate, Actions, In the cupboard, More actions, Treasure Hunt – story)	<b>In France</b> (On the bridge of Avignon, Where in France? In Paris, They speak French, French food, Croque-Monsieur – story)	<b>Family</b> (My Family, Describe your family, Household tasks, A family weekend, My birthday party, Cinderella – story)	<b>A Weekend with Friends</b> (What do you like to do? Would you like? Sleepover, The Midnight feast, Are you going to the cinema, The sleepover – story)	<b>The Future</b> (I'm going, This weekend, Tomorrow, Comparisons, I am..., 3 Billy Goats Gruff – story)	<b>Jobs</b> (I want to be an astronaut, Jobs, Workplaces, The space station, At the fire station, Paul's 'quiet' day – story)

Each topic starts with a song and ends with a story.



## Tatsfield Primary School French Curriculum Progression Map

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### **Pupils will be taught how to:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- Speak in sentences, using familiar vocabulary and basic language/grammar structures
- Develop accurate pronunciation so that others understand when they are reading aloud or using familiar words
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the chosen language
- Broaden their vocabulary and develop their ability to understand new words, including through use of a dictionary
- Write phrases from memory, and adapt these to create new sentences.
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including feminine and masculine forms

L1 = Level 1 = Year 3. L2 = Level 2 = Year 4. L3 = Level 3 = Year 5. L4 = Level 4 = Year 6

Programme of Study statements	Listening (L)	Speaking (S)	Reading (R)	Writing (W)
<p>a. listen attentively to spoken language and show understanding by joining in and responding</p>	<p>L1a (i) I can understand some simple words and phrases.                      L1a (ii) I can understand some simple instructions and follow them.                      L2a I can pick out familiar words and phrases from spoken sentences                      L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language                      L4a. I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p>	<p>S1a I can repeat simple words and phrases.</p>		<p>W1a I can write short, simple responses to spoken language using familiar words.                       W2a I can write responses to spoken language using short phrases and sentences.</p>
<p>b. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.                      L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.</p>	<p>S1b I can join in with simple songs and rhymes.</p>	<p>R1b(i) I can read and pronounce the most common letters and letter strings in French.                      R1b(ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.                      R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.</p>	<p>W2b I can use my knowledge of French phonics to help me spell familiar words (GD).</p>
<p>c. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>L1c (i) I can recognise a question.                      L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.                      L1c (iii) I can recognise negatives.</p>	<p>S1c (i) I can answer questions to give basic information using simple words and phrases.                      S1c (ii) I can say that I don't understand, or ask for a question to be repeated.                      S1c (iii) I can ask for help using polite language.                      S1c (iv) I can ask and answer simple questions using short sentences.                      S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.                      S3c I can join in with a short, continuous conversation, including giving simple opinions.                      S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.</p>		<p>W2c I can express my opinions using simple sentences.                       W3c I can express my opinions using more complex sentences.</p>

<p>d. speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p>S1d I can repeat some simple sentences from memory  S2d I can say several sentences from memory  S3d I can adapt familiar sentences by changing a few words  S4d I can use familiar words and sentence structures to construct new sentences.</p>		
<p>e. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>		<p>S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.  S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me.  S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.</p>	<p>R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.  R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	
<p>f. present ideas and information orally to a range of audiences</p>		<p>S1f I can prepare and recite a few familiar sentences to my teacher.  S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.  S3f I can prepare a short talk on a familiar subject and present it clearly and confidently  S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.</p>		
<p>g. read carefully and show understanding of words, phrases and simple writing</p>		<p>S1g I can give a spoken response to a simple written question.</p>	<p>R1g(i) I can recognise and understand some individual written words and match them to pictures  R1g(ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.  R2g I can follow and understand a familiar written text, reading and listening at the same time.  R3g I can understand the main points from a short written text, which contains some unfamiliar language.  R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p>	<p>W1g I can give a written response to a simple written question</p>

<p>h. appreciate stories, songs, poems and rhymes in the language</p>	<p>L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. L2h I can recognise familiar words and phrases in a spoken story or poem. L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language. L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.</p>	<p>S2h I can recite a simple finger rhyme or song from memory. S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.</p>	<p>R1h I can read a simple rhyme or poem, in chorus. R2h I can read a simple rhyme, song or story aloud to my class. R3h I can read aloud a short story containing familiar language, clearly and with expression. R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p>	<p>W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</p>
<p>i. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>			<p>R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. R2i (ii) I can use a bilingual dictionary to find the French translation of English words.</p>	
<p>j. write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>				<p>W1j I can write some familiar words from memory. W2j (i) I can write some phrases and simple sentences from memory. W2j (ii) I can complete a written sentence by adding letters, words and phrases W3j (i) I can write several sentences from memory W3j (ii) I can adapt familiar written sentences by changing a few words. W4j (i) I can use familiar words and sentence structures to write new sentences. W4j (ii) I can write a short passage from memory, including longer or more complex sentences.</p>
<p>k. describe people, places, things and actions orally and in writing</p>		<p>S1k (i) I can introduce myself, giving my name and age, using short, simple sentences. S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences. S2k (i) I can say a few sentences to</p>		<p>W2k(i) I can write a few simple sentences about myself, including my name and age, from memory. W2k(ii) I can write a few simple sentences to describe where I live, from memory.</p>

		<p>describe where I live.</p> <p>S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.</p> <p>S2k (iii) I can give short descriptions of other people, including my family and friends.</p> <p>S3k (i) I can describe what other people do, or like doing.</p> <p>S3k (ii) I can prepare and present a short talk about a place, person or thing.</p>		<p>W2k(iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.</p> <p>W2k(iv) I can write a few simple sentences about other people, including my family and friends, from memory.</p> <p>W3k(i) I can write several sentences from memory to describe what other people do, or like doing.</p> <p>W3k (ii) I can write several sentences from memory to describe a place, person or thing.</p> <p>W4k I can construct a short text to describe a place, person or thing, using more complex sentences.</p>
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Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English  
This Programme of Study statement has been broken down into the following areas:

l. feminine and masculine forms	<p>L2l I can identify the gender of a noun from its article in spoken French.</p> <p>L3l(i) I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.</p> <p>L3l(ii) I can recognise and understand the difference between 'mon'/'ma'/'mes'.</p>	<p>S1l I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p> <p>S2l I can use the correct article most of the time to match the gender of the noun.</p> <p>S3l I can use either 'le'/'la' or 'un'/'une' appropriately.</p> <p>S4l I can use French articles confidently and accurately.</p>	<p>R2l I can identify the gender of a French noun from its article.</p> <p>R3l (i) I can understand the difference between 'le'/'la' and 'un'/'une'.</p> <p>R3l (ii) I can recognise the meaning of 'mon'/'ma'/'mes'.</p>	<p>W1l I can write some singular nouns with the correct article.</p> <p>W2l I can use the correct article most of the time to match the gender of the noun.</p> <p>W3l I can use the correct article to match the gender of a noun.</p> <p>W4l I can use French articles confidently and accurately.</p>
m. singular and plural forms	<p>L1m I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.</p>	<p>S2m I can use either 'les' or 'des' with plural nouns.</p>	<p>R1m I can recognise whether nouns are singular or plural.</p> <p>R3m I can recognise that some nouns have irregular plurals</p>	<p>W4m I can write some regular French nouns in the singular and plural form.</p>
n. adjectives	<p>L1n I can recognise some basic French adjectives.</p>	<p>S2n I can describe things using simple adjectives.</p>	<p>R3n I can recognise that adjectives' endings often change to match the noun they're describing.</p>	<p>W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.</p>
o. pronouns and the conjugation of high frequency words	<p>L2o I can recognise who is being talked about in a sentence from the pronoun.</p>	<p>S1o I can talk about myself using some common verbs in the first person singular form.</p> <p>S3o (i) I can use the third person singular</p>	<p>R2o(i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.</p> <p>R2o(ii) I can recognise the first, second and third person singular forms of some</p>	<p>W2o(i) I can use a model to write sentences in the first person.</p> <p>W2o(ii) I can write the</p>

		<p>form of the present tense to describe what others are doing, e.g. 'il/elle danse'</p> <p>S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'</p> <p>S4o (i) I can talk about what I am going to do, using the future tense.</p> <p>S4o (ii) I can talk about what I am going to do, using the future tense.</p> <p>S4o (iii) I can talk about what I have done, using the past tense.</p>	<p>common verbs in the present tense.</p> <p>R4o(i) I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.</p> <p>R4o(ii) I can recognise that some verbs are irregular</p> <p>R4o(iii). I can understand the basic meanings of 'on' in French</p> <p>R4o(iv). I can identify the future tense.</p> <p>R4o(v) I can recognise the past tense of some common verbs.</p>	<p>correct form of some common verbs in the first person present tense, e.g. 'je suis'.</p> <p>W3o I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.</p> <p>W4o(i) I can write the correct form of some irregular verbs in the first and third person singular.</p> <p>W4o(ii) I can write simple sentences using the future tense, with help.</p> <p>W40(iii) I can write simple sentences using the past tense, with help.</p>
p. word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English	<p>S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives</p> <p>S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.</p>	R2p I can recognise common sentence and word order patterns in French.	<p>W3p I can use some simple sentence structures that differ from English in my writing.</p> <p>W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</p>